DOCUMENT RESUME

ED 045 537

SO 000 475

TITLE	Social Studies Inventory.
INSTITUTION	New England Educational Assessment Project.
SPONS AGENCY	Office of Education (DHEW), Washington, D.C.
PUB DATE	[70]
NOTE	8p.
EDRS PRICE	EDRS Price MF-$0.25 HC-$0.50
DESCRIPTORS	Attitude Tests, *Curriculum Evaluation, Educational Attitudes, Measurement Instruments, *Questionnaires, Secondary School Teachers, *Social Attitudes, *Social Studies, *Teacher Attitudes
IDENTIFIERS	ESEA Title V, *New England Educational Assessment Project

ABSTRACT

This questionnaire is part of the New England Educational Assessment Project, which seeks to promote greater recognition of the importance of social studies and of the contributions made by social studies teachers to education as a whole. Administered to all secondary social studies teachers in the six New England states, the questionnaire has the primary purpose of providing a stronger and clearer assessment of current objectives of social studies programs. Thirty-six imaginary situations are presented which reflect differing social/educational attitudes, and the teacher is asked to choose the one which most closely resembles his or her own attitude. SO 000 476, "Social Studies Student Inventory," is a related document as are SO 000 307 and ED 012 087. (JLB)

EDO 455537

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SOCIAL STUDIES INVENTORY

SP 000 475

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INTRODUCTION

The following inventory of the New England Educational Assessment Project is being administered to all Social Studies teachers in the six New England states. Its primary purpose is to provide a stronger and clearer assessment of the current objectives of Social Studies programs. This project will promote greater recognition of the importance of Social Studies and of the contributions made by Social Studies teachers to education as a whole.

The following inventory presents a series of various imaginary situations. In each of these situations, you are given the opportunity to choose between three different ways that you could respond to them. For purposes of the inventory, no one of the three alternatives is considered the only "right" one; each is of equal significance.

You are requested, however, to respond to each alternative according to which choice seems *closest* to your own belief or which best represents the way you would act in the situation. Before making your choice, please read each situation carefully. If in some situations not a single one of three alternatives perfectly coincides with your own belief or way of acting, then select that alternative which most closely approaches your belief or action.

1. Miss Clark, who is studying to be an elementary teacher, is assigned by her professor to several teacher's guides used in social studies teaching at the third grade level. Her problem is to evaluate the different kinds of skills that each guide emphasizes, and to select the one she feels is most valuable. Which one would you select in her place?

   a. First guide: Generating good social problems suitable to age level is most important.

   b. Second guide: Above all, the child must develop ability to find accurate information and acquire as much social knowledge as possible.

   c. Third guide: We should begin early to develop the child's basic attitude toward achievement of challenging human goals.

2. For his opinion survey, a sociologist interviews church-going farmers. One of his questions is: "Why do you go to church on Sunday?" Which of the following responses is closest to your own belief?

   a. Farmer K: Because I feel I receive fresh inspiration for my work the following week.

   b. Farmer Y: Because I become more aware both of my own real nature and that of other human beings.

   c. Farmer Z: Because I seek to understand the thought and traditions of my religion.

3. A social studies class at Huntsville District School is undertaking a unit on consumer education. From their research, students have reported, among others, three varying viewpoints to the class. Which one of the following best represents your own belief?

   a. The typical consumer is, after all, the ordinary human being trying to fulfill the best that he can for himself and his family, psychologically as well as physically.

   b. The principal goal of consumer education is to teach every buyer how to spend each dollar in order to receive greatest benefit from his income.

   c. If consumers are to perform intelligently, their main task is to become informed on the nature and operation of our productive economic system.

4. Journalists are asked to speak at a meeting in Metropolitan University about the American political structure and the role of students. According to three different journalists, students should:

   a. Have a firm knowledge of the present political system if they are to become responsible citizens.

   b. Share actively in constructing new political designs for the future.

   c. Be made aware that gradual change is needed in our political order so that it may function more effectively.

5. A meeting of all social studies teachers in the secondary schools of Newborough was held last week. The primary task was to formulate "the total image of man" as a guide for the curriculum. Three statements written by teachers beforehand attracted greatest interest:

   a. Teacher A: The ideal should center in human ability to direct change in behalf of a creative image of man and society.

   b. Teacher B: In our rapidly changing era when important traditions are threatened, the ideal man must above all understand and preserve our way of life.

   c. Teacher C: The image of the ideal man should grow gradually out of people's needs and experiences.

6. A speech contest is held at Central High School. The topic: "Why is education necessary for young people?" Different speakers argue that education:

   a. Is necessary because young people should understand the accumulated knowledge of the ages and of our own civilization.

   b. Helps to fulfill inherent potentialities in behalf of ultimate achievement in life.

   c. Encourages young people to become more aware of themselves and of their relations with others.

7. Teachers in the Mountainside Regional School are discussing the possible uses of art in the social studies. They make several suggestions that art:

   a. Should be used as a teaching aid to help the student gain information about the subject under study.

b. Helps to provide students with clearer pictures of the ways people live and adapt to different conditions.

c. Should be used to provide deeper appreciation of the personal and social purposes of man.

8. Last Sunday a discussion on the radio involved three influential citizens who were concerned about the role of the social studies in their town:

   a. Speaker 1: The main task is to provide knowledge of the history of Western civilization, plus some exposure to such social sciences as sociology.

   b. Speaker 2: The central theme at any level should be the goals of humanity.

   c. Speaker 3: Usefulness to everyday life and practice is primary.

9. Several groups of junior high-school students are gathering information about the giant redwood trees of California. In their research they learn about the proposal for a Redwood National Park. But different groups take alternative stands on this proposal:

   a. Since the redwoods are beautiful and irreplaceable, nearly all that are left should be set aside in large national parks.

   b. Redwood trees must be protected and preserved to some extent, but private companies must also be allowed to own a fair amount.

   c. Redwoods are beautiful, to be sure, but lumber companies still have a right to cut trees on their own property, in accordance with our economic traditions.

10. A boy and a girl of about 17 years of age walk into the North Senior High School cafeteria holding hands. The boy is a Negro and the girl is white. Later in the day, Miss Franklin's students discuss what she, a social studies teacher, would think about this situation. Would she say?

    a. They have a right to choose their own partners, but it would be best if they kept their friendship outside of school.

    b. We should feel proud of this boy and girl for breaking through a social barrier.

    c. Young people of different races should not get involved because such a relationship only causes difficulties for them and their families.

11. High school juniors are discussing the alleged superiority of Americans:

    a. Bill: They are superior because recent history has demonstrated that America leads the world.

    b. Judy: We need to find out in what respects Americans may be superior or inferior.

    c. Tom: There is only one superior people—the human race as a whole.

12. Officers of the Roosevelt Junior High PTA have different views on sex education:

    a. Speaker 1: It isn't the function of the school to teach a matter that is the responsibility of the home.

    b. Speaker 2: Moral and social as well as biological and physiological aspects of sexual behavior should be discussed fully in the classroom.

    c. Speaker 3: The physiology of sex should receive careful attention in the curriculum.

13. National news commentators are arguing on TV about the Negro riots that took place in various cities:

    a. Mr. Parsons: Laws should be tightened and police protection strengthened to insure against further riots.

    b. Mr. Conrad: OK, but even more worth considering are remedial measures like greater job opportunities.

    c. Mr. Frankel: You miss the main point. Negro demands for much more complete economic and civil rights must be met.

14. One of the units in Blackburn High School deals with communism. Social Studies teachers are discussing the best ways to teach it:

    a. Miss Mennelli maintains that students should study a basic source such as *The Communist Manifesto;* they should be helped to read it carefully and critically.

    b. Mr. Walters holds that it is wiser to use a textbook that emphasizes communism's opposition to democratic principles and institutions.

    c. Mrs. Brogan favors studying *The Communist Manifesto,* but would also encourage free class discussion in order to seek agreement as to whether students may or may not approve of communism.

15. Congressmen were chatting in the halls of the national Capitol about the proposed Fund for International Development:

a. Congressman K: I support this proposal because it can advance the purpose of a united mankind.

b. Congressman Y: Why not be practical and simply admit that the proposal strengthens American relations abroad?

c. Congressman Z: I intend to vote against greater funds because we need to reduce federal spending for such foreign ventures.

16. A local television station carries a college panel discussion by officers of student organizations concerning student demonstrations on the campus:

a. Senior class president: Demonstrations should be excluded by college authorities.

b. Secretary of debating society: They are one vigorous way by which students can express themselves.

c. Chairman of student government: They should be allowed as long as the rules of college authorities are respected.

17. At a PTA meeting, Mr. Montgomery, chairman of the social studies department of the Westport School, was asked to speak. The main point he made was this:

Some parents contend that the social studies curriculum here is out of date. They criticize it for not coping with controversial issues such as racial and ideological conflicts. I must answer that, although we recognize that these issues are important at the adult level, we should respect those influential organizations in our community which help to support our schools and which maintain that it is not our proper place to deal with such issues.

After the meeting parents reacted as follows:

a. First parent: Mr. Montgomery makes a lot of sense.

b. Second parent: I agree with those who want controversial issues discussed.

c. Third parent: Not only should controversial issues be discussed, but students should meet them face-to-face through direct community involvement.

18. Miss Rafferty plans to teach a junior high school social studies unit on the population problems of India. She is undecided whether the emphasis should lie in:

a. Knowledge of population structure according to such data as class and rate of growth.

b. Religious, moral, and other traditional values of marriage and the family.

c. Ways that population growth can be controlled, such as family planning.

19. During a seminar at an educational conference, teachers were told about the different uses of political cartoons as a teaching device. Mr. Beals, Mr. Lang, and Mr. Carson, respectively, stressed that cartoons:

a. Are sometimes insightful in revealing the deeper meaning of historical events.

b. Can help motivate students to become more critical and more useful citizens.

c. Can help bring to life the character of important political leaders.

20. A debate on whether Communist China should or should not become a member of the United Nations sparked considerable discussion among members of the class:

a. Pam: The United Nations must not admit Communist China.

b. Betsy: Communist China should become a member now.

c. Dan: The U.N. should reconsider admission of Communist China in due time.

21. "Of various uses of a movie projector in your classroom, do you consider some uses more important than others?" This question was considered by social studies teachers at Kennedy School. Here are some of the responses dropped in the suggestion box:

a. To improve communication between people through visual involvement.

b. To help students obtain a deeper understanding of the subject under study.

c. To increase practical facility of learning through visual aids.

22. Students were asked to make suggestions for a study of their city. These were their ideas:

a. John: Let's send for booklets, read as much as we can, look at films, and prepare a report.

b. Ted: Let's make a trip to city hall, tour some neighborhoods, and make a report with photographs of our experience.

c. Martha: Let's meet with city officials, civil rights leaders, and citizens of different social classes, and then develop a new city plan.

23. Teachers in the Eastbrook School were comparing notes on their units on the Soviet Union. They found some variations in emphasis:

a. Mrs. Thomas: I like to compare Soviet and American rates of technological progress.

b. Miss Lane: I emphasize the cultural values of the Russian people so that students can get the "feel" of the country.

c. Mr. Bachs: I stress historical periods, ideologies, and geographical regions.

24. The principal of Smithville High is seeking an experienced social studies teacher. He has discussed the candidate's qualifications with three associates, each of whom stressed a different primary qualification:

a. Mr. Jones: The candidate's record of courses and grades in history and other related subjects.

b. Mr. Stone: Recommendations of former employers as to teaching skills.

c. Mr. Ladd: Personality and interest in students.

25. A local association of churches sponsored a public debate on the war in Vietnam. Three public figures participated.

a. Speaker 1: The Vietnam war must be won to prevent the expansion of communism.

b. Speaker 2: Our government should begin to reduce gradually our involvement in the war.

c. Speaker 3: U.S. troops should be withdrawn without further delay.

26. Mr. Smith is planning an experimental high school unit on the role of religion in the modern world. He asks his fellow teachers which of three approaches seems most desirable:

a. Approach #1: Religious leaders of various faiths offer a series of lectures followed by discussion periods.

b. Approach #2: Students learn about major religions comparatively through visits to churches, synagogues, and other first-hand experiences.

c. Approach #3: Students and teachers of different views on religion share their convictions, seeking critically individual and group appraisals.

27. At lunch time a group of teachers is discussing methods of pupil evaluation. Different views are expressed:

a. Teacher X: I prefer to use objective tests because they are the most effective method of evaluation.

b. Teacher Y: My students and I work out the standards of evaluation which together we put into practice.

c. Teacher Z: I emphasize a combination of objective tests and student self-evaluation.

28. Teachers in Memorial Junior High are encouraged to make frequent use of maps in their classes. They prefer doing so for different reasons:

a. Miss Cals believes that students should have adequate geographical knowledge of continents and countries of the world.

b. Mrs. Spence believes that students should make frequent use of maps in order to become skillful.

c. Mr. Drake believes that maps aid students in developing perspectives on cultures of the world and their diverse peoples.

29. A student doing a survey asked teachers to respond to this question: "Should a private corporation be expected to provide training and jobs for unskilled and unemployed people?" The responses fell into three patterns:

a. The corporation has a public obligation to hire and train economically disadvantaged people.

b. The corporation should consider such people according to exactly the same qualifications that apply to any other applicant.

c. The corporation should be urged to hire and train such people, but need feel no obligation to do so.

RESPONSE SHEET

DIRECTIONS

Now, before you start, please record the following information on your response sheet in the blocks provided by blackening the appropriate space or spaces.

BLOCK ONE - Your full name. (Optional)
(You are requested to give your full name in order that the project may select a randomly stratified sample for future analysis of Social Studies curricula and teaching practices.) *

BLOCK TWO - Your school identification number. (Your principal will supply you with this number.)

BLOCK THREE - The grade levels of your Social Studies assignments

BLOCK FOUR - Indicate whether you do or do not teach an eleventh grade U.S. or American History course.

There is no time limit, so allow ample time for decision before completing all thirty-six items.

BLOCK 1 LAST NAME FIRST NAME I

1

BLOCK 2 School Number

BLOCK 3 9 10 11 12

BLOCK 4 Yes No

	A	B	C		A	B	C		A	B	C		A	B	C
1.	○	○	○	10.	○	○	○	19.	○	○	○	28.	○	○	○
2.	○	○	○	11.	○	○	○	20.	○	○	○	29.	○	○	○
3.	○	○	○	12.	○	○	○	21.	○	○	○	30.	○	○	○
4.	○	○	○	13.	○	○	○	22.	○	○	○	31.	○	○	○
5.	○	○	○	14.	○	○	○	23.	○	○	○	32.	○	○	○
6.	○	○	○	15.	○	○	○	24.	○	○	○	33.	○	○	○
7.	○	○	○	16.	○	○	○	25.	○	○	○	34.	○	○	○
8.	○	○	○	17.	○	○	○	26.	○	○	○	35.	○	○	○
9.	○	○	○	18.	○	○	○	27.	○	○	○	36.	○	○	○

* NOTE CAREFULLY: Your own response to this inventory will be kept strictly confidential. ALL answer sheets will only be used within the project. They will be grouped by categories to permit generalizations about Social Studies programs in the New England states. Later several schools will be selected to participate, on a voluntary basis, in further consideration of Social Studies curricula and teaching practices. In any case, NO SPECIFIC INFORMATION ABOUT YOUR OWN RESPONSES WILL BE REVEALED TO ANY MEMBER OF YOUR SCHOOL SYSTEM OR ANY AGENCY OTHER THAN THE NEW ENGLAND EDUCATIONAL ASSESSMENT PROJECT. Thank you for your cooperation.

30. Mr. Jacobson previewed a group of short films dealing with the history of American Indians. He found differences in their focus:

a. Movie A stressed the white man's exploitation of the Indian.

b. Movie B stressed the Indian's interference with the white man's colonization.

c. Movie C stressed how the white man sometimes took advantage of Indians while Indians sometimes attacked white man's settlements.

c. Joe: A great deal of reliable, first-hand social and economic facts became more necessary than ever before.

31. Several community organizations learned that a teacher in Donaldson School was using a textbook to which they objected and which they wanted withdrawn. Donaldson teachers took different stands on the dispute:

a. Mrs. Singer: These organizations represent many fine parents; I think the text should be replaced by a more agreeable one.

b. Miss Flynn: Teachers, as professionals, should have the right to decide which textbooks to use.

c. Mrs. Rank: Let's listen to what the organizations have to say and then we can discuss both our own position and theirs.

32. While investigating problems of slum clearance and urban renewal, Mr. Larsen's students got into a lively discussion about the significance of their recent visit to a nearby Negro community. He listened to many comments, including the following:

a. Nancy: Our visit provided a closer sympathy with the discrimination experienced by Negroes.

b. Bill: We were stimulated to think more seriously about widespread actions urgently required to improve the conditions of minority groups.

33. Curriculum guides in several nearby school systems include a unit on Eskimos, but some of the basic purposes of this study varied from one guide to another.

a. Guide X: To study about Eskimos as well as other primitive cultures.

b. Guide Y: To reproduce and practice with the kinds of tools that Eskimos employ in a difficult environment.

c. Guide Z: To have children learn about the ways Eskimo children are fundamentally like themselves in spite of different customs.

34. "When a student asks you a difficult question, how do you answer if you're not sure?" Miss Jones, a beginning teacher, asked the advice of Mr. Giles, an experienced teacher. He replied that he has found at least three different ways to handle such a situation:

a. Give the best answer you can because it is more important that the students respect you than to be sure of an answer.

b. Admit that you don't know the answer at all, but find the question interesting enough to offer to search for it.

c. Although you aren't sure of the answer, make the best attempt you can with the hope that you'll be helpful.

35. Harold Rogers, a teacher in the Park School, has been thinking about the increasing involvement of big companies in the field of education. He sees many possibilities in this trend, including the following:

a. Large business organizations have the means to develop new educational materials, so they should do so frequently and freely.

b. Teachers should become much more independent in order to reduce the influence of big companies.

c. Large companies have found the educational field a ripe one for expansion, but teachers should be careful about accepting their products.

36. It was decided that basic democratic concepts like *liberty* be included in the social studies curriculum this year at the Monroe School. At the department meeting, teachers aired their opinions:

a. Miss Crane: I think the intellectual history and development of these concepts is one of the most important aspects to stress.

b. Mr. Chinn: These concepts, although abstract, contribute one important value in solving the problems of everyday life.

c. Miss Wilson: Concepts like this hold very important meanings for the rights of minority groups today.